

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching English has a goal to achieve the literacy level included per-formative, functional, informational, and epistemic. English as a foreign language in Indonesia is taught at every level of education starting from Junior High School till University level except in Elementary School. In English, there is four skill that must be taught to the students: speaking, reading, writing, and listening skill. Meanwhile, teaching English at Senior High School is to achieve the functional level. Furthermore, to achieve the goals, vocabulary mastery can be one alternative for the teacher to help the student for achieving three other language skill. As a receptive skill, vocabulary can improve the language understanding, knowledge and ideas so it is believed that it can assist the learners to develop the three other skills.

Therefore, in developing all the components students have to acquire English basic language component like vocabulary mastery. According to Richard and Renandya (2002), vocabulary is the core component of language proficiency and provides much of basis for how well learners speak, listen, read, and write in order to communicative effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. Effective reading requires two types of vocabulary, *word recognition vocabulary*, and *word meaning*. *Word recognition vocabulary* is the readers' ability to pronounce or figure out the word by using word attack strategies. *Word meaning* refers to words student know or can define. Linse (2005) defines that vocabulary is the collection of words that individual knows. It means that students must have a lot of vocabularies to facilitates interaction with others.

Unfortunately, vocabulary mastery becomes one of students' obstacle when they communicate with their thoughts and ideas clearly as orally and in written forms, especially in English. Students cannot perfectly articulate what they want to say or explain. The teacher needs to apply an appropriate method in order to make an enjoyable classroom and to reach the objective learning in helping their students to understand the material. It can be concluded that the implementation of the teaching method will decide the success of teaching as a necessary approach for teachers in an understanding of the learning method in English.

Peer teaching method is a method in which students work with their peers and convey their ideas. According to Lim (2014), peer teaching is a technique in helping the students perform better in understanding the different concepts, especially their abilities to express their ideas. Peer teaching techniques put more emphasis on how students learn a great deal by explaining their ideas to others and by participating in activities in which they can learned from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning. According to De Lisi (2002), educational practices including peer teaching and peer interaction should be systematically examined and evaluated. Therefore the purpose of this research was to examine learners' perceptions of peer teaching peer-to-peer interaction.

Peer teaching is the one of methods in teaching and learning activities when students express their ideas and practice their understanding. The purpose is to practice and encourage students to use their ability especially, in word and vocabulary comprehension. As a research conducted by Briggita (2010) in “ *Using Peer Tutoring Technique to Improve Student' Reading Comprehension*”, it is figured out that teaching reading using peer teaching method has an influence to a significant skill to increase student's ability in mastering reading comprehension. Another research was conducted by Zerdi (2012) in” *Improving Speaking Ability of Second Year Student at MTs BUSTANUL ULUM PEKANBARU through Peer*

Teaching Method”, It also figures out that not only in reading class can be taught using peer teaching technique, this technique can also be used in speaking class.

Cooperative Learning is a method that the students work in a group to achieve the material and it also can increase the motivation of student itself. According to Brown (2001), the advantages of cooperative learning are promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationship, and lowering anxiety and prejudice. Cooperative activities facilitate vocabulary learning in giving material more easily because in cooperative learning students are more motivated in learning English and give feedback as an output in English acquisition and teacher is aware of the significant role of cooperative interaction in vocabulary learning. What is less obvious is which of the cooperative technique is more conducive to vocabulary comprehension of word acquisition. Although cooperative learning encompasses a variety of social objectives, it also improves student’s performance on important academic tasks. In conclusion, peer teaching strategy is able to be effectively reducing students’ reluctances to involve or take part in classroom activities and make an active learner-focused atmosphere.

The reason for choosing SMA N 8 Malang as the location of this study is because the teacher in this school has used peer teaching approach for teaching vocabulary. The writer is specifically curious about investigating peer teaching technique used by an English teacher in teaching vocabulary, the problems faced in teaching vocabulary and also the ways the teacher copes with the problems in employing this technique in teaching vocabulary to the XI grade students in SMA N 8 Malang.

1.2 Statement of the Problem

Based on the background of the study, the problem formula is follows :

1. What are the implementation of peer teaching used by teacher in teaching vocabulary in SMA N 8 Malang ?

2. What are the problems faced by the teacher in applying peer teaching in teaching vocabulary in SMA N 8 Malang ?
3. How does the teacher cope with the problems in applying peer teaching in teaching vocabulary in SMA N 8 Malang ?

1.3 Purpose of the Study

The purposes of the study are :

1. To find out teacher's way of applying peer teaching-learning in teaching vocabulary in SMA N 8 Malang.
2. To discover the problems faced by the teacher in teaching vocabulary by using peer teaching-learning in SMA N 8 Malang.
3. To find the solution to solve the problems faced by teacher in teaching vocabulary by using peer teaching learning in SMA N 8 Malang.

1.4 Research Significance

The result of this was expected to be useful for increasing the writer's perspective and for giving the English teacher an alternative method in teaching vocabulary by using peer teaching method.

1.5 Scope and Limitation of the Study

There are many teaching methods applied by the English teacher in teaching vocabulary, but the writer focuses on teaching vocabulary using peer teaching-learning method. This research is limited to the second grade of SMA N 8 Malang.

1.6 Definition and Key Terms

1. Teaching is showing or helping someone to learn and to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understanding (Brown, 2000).

2.The method is an overall plan for systematic presentation of language based upon a selected approach (Anthony in Brown,2000).

3.Vocabulary is a core component of language proficiency and provides much of basis for how well learners speak,listen,read,and write (Richards and Renandya,2002).

4.Peer teaching is a technique in helping students perform better in understanding the different concepts,especially their abilities to express their ideas (Lim,2014).

